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ABSTRACT

Opinions of 681 University of Nebraska at Omaha students concerning college services and the college environment were surveyed, and results compared with four previous surveys. The survey utilized the standardized instrument developed by the American College Testing Corporation along with a series of local information questions. The survey's four sections included: background information (sex, age, ethnic group, and class standing); satisfaction with college services; college environment (academic, admissions, rules and regulations, facilities, registration, and general); and local information (attitudes towards the college and the major department, and opinions concerning the educational experience). Results showed that from 1986 to 1989 there was a general decline in satisfaction ratings on specific aspects, though students' overall view of the institution remained positive. Areas demonstrating the largest increases in satisfaction were day care, credit by examination, and college mass transit, while areas demonstrating the largest decreases in satisfaction were personal counseling services, career planning services, and parking facilities and services. (Five references) (JDD)

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OPINIONS EXPRESSED BY STUDENTS AT THE UNIVERSITY OF NEBRASKA AT OMAHA 1989 SURVEY RESULTS

by A. E. Crawford II

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Introduction

Information is important to the effective functioning of any institution. Information is especially critical for collegial decision makers whose knowledge is "...often limited to their personal experience and intuition and those of the relatively few members of the college community with whom they meet or communicate (Baird, Hartnett, and Associates, 1980, p2)." Students' opinions regarding the programs, services, and the environment in which they are learning can lend insight to the educational process of the institution. The educational decision maker has the opportunity to use the cumulated opinions and observations of that constituency when formulating plans and developing programs that have potential impact on the educational community.

How students at The University of Nebraska at Omaha view the programs, services and general environment of the university is important to the well-being of the university. Students' interactions with the university are based, to a large extent, on their perceptions of what they will or will not receive from the university. Further, "How a student functions in academic areas is closely related to how that student has felt, what that student has experienced, and how the student has developed in nonacademic arenas (Thomas and Chickering, 1984)." By providing students with the opportunity to express their impressions of and reactions to those aspects of the university, we are insuring that an important part of the constituency has not been ignored in the decision making process.

Opinions of UNO students concerning college services and the college environment have been surveyed four times within recent history; 1974, 1978, 1986, and 1989. The present survey, like that of 1986, utilized the standardized instrument developed by the American College Testing Corporation (ACT). The 1989 survey also continued a series of questions specifically developed for use at UNO.

METHOD

The Instrument — The survey was divided into four subsections: **Background Information, College Services, College Environment,** and **Local Information.** The **Background Information** section included questions concerning areas such as the sex, age, ethnic group, and class standing of the respondent. The section on **College Services** consisted of 23 questions related to students' use of various services followed by a "Level of Satisfaction" rating of those services by students who indicated that they had used the service. The **College Environment** section of the survey contained six sub-sections; *Academic* (11 questions), *Admissions* (4 questions), *Rules and Regulations* (6 questions), *Facilities* (8 questions), *Registration* (4 questions), *and General* (9 questions).

The **Local Information** section of the survey was comprised of 29 questions specifically developed at UNO and designed to examine areas of specific local interest. Twelve of the local questions were replications of questions which had been asked at each of the three previous surveys; 1974, 1978, and 1986. Thus, a fifteen year response pattern was developed for those items. Of the 29 items, 8 related to academic areas, four to facilities, one to admissions, and 16 to general subjects.

Survey Process — Students who participated in the survey were solicited from among those students participating in "Early Registration" for the Fall, 1989 Semester. This occurred during April 13-21, 1989. All currently enrolled UNO students who paid a $25 fee were eligible to participate in early registration. Those who agreed to participate in the survey (about 25% of those asked did refuse) were given a coupon good for a price reduction on an ice cream sundae at the MBSC Sweet Shop. A total of 681 students agreed to participate in the survey and returned usable instruments. Those responding to the survey represented 10.1% of the early registrants and were equal to 0.7% of the UNO Spring, 1989 enrollment.

Completed questionnaires were sent to ACT for computerized analysis and comparison to responses from a national college student sample. The results of those analyses are discussed in this report. Additionally, 108 students provided 291 narrative comments at Section V of the survey. Those comments were recorded, sorted, analyzed, and reported in the separate document, "**Student Opinion Survey: 1989, Narrative Student Comments.**"

The Sample — The sample for this survey was comprised of the 681 students who agreed to respond to the survey instrument. There were 315 men (46%) and 366 women (54%) in the sample. This compared favorably to the UNO Spring, 1989 enrollment of 48% men and 52% women. Minority students comprised 7.1% of the sample (vs 6.8% of the UNO spring enrollment).

Twenty-five percent of the sample were under 21 years old at the time of the survey (versus 21% UNO enrollment). Another 34% of the sample were in the 21-25 year age range (vs 33% UNO), 32% were in the 26-39 year age range (vs 36% UNO), and 9% were in the 40+ year age category (vs 10% UNO). Over 66% of the sample characterized themselves as full-time students (a 12+ credit hour enrollment) whereas only 43% of the UNO spring, 1989 enrollment were full-time students. Thirty-nine percent of the sample were lower-division students (vs 43% UNO), 49% were upper-division students (vs 36% UNO), and 12% indicated that they were graduate students (vs 16% UNO).

Over 86% of the sample stated that they intended to complete a BA degree or higher. Sixty-eight percent of the sample indicated that they were not married at the time of the survey.

Finally, almost 34% of the sample stated that they worked more than 30 hours per week. Other sample descriptors and greater detail concerning the descriptors presented above can be found at Appendix A. In general, the sample was representative of the UNO student population. Lower division students were under-represented and it was not possible to determine if evening student representation was appropriate (surveys were administered during all four of the evening early registration periods, though). Part time students were clearly under-represented as were non-declared students.

RESULTS

Results of the survey have been reported for the three areas covered; **Use of and Satisfaction With University Services, College Environment,** and **Local Questions.** The first two areas have been reported with respect to 1989 findings, a comparison between 1986 and 1989 findings for UNO, and the comparison between findings for UNO and the National Public College Sample developed by ACT. The **Local Questions** have been reported in two ways. First, the findings for the twelve questions being replicated from 1974, 78, and 86 have been reported. Second, the findings for the additional "new" local questions have been presented.

Student Use of and Satisfaction With University Services — This section of the survey covered students' opinions concerning 23 services typically offered by a university. Students were asked if they had used the service and were requested to rate their level of satisfaction with the service "only if you have used the service." One of the services, *Residence Hall Services and Programs*, was not available to UNO students and was not included in this discussion. Table 1 provides the listing of student responses to these 22 survey items.

Student use of services ranged from a high of 89.1% to a low of 3.1%. The five highest rated services by use included *Library Facilities and Services* (89.1%), *Parking Facilities and Services* (88.1), *Academic Advising Services* (78.3%), *Food Services* (71.8%), and *College Orientation Program* (50.8%). The five services rated lowest with regard to use were *Day Care Services* (3.1%), *Student Health Insurance Program* (6.5%), *Honors Program* (6.6%), *Credit by Examination Program* (7.9%), and *Veterans Services* (8.1%).The data indicate that there were no differences in the positional rating of the most used and least used of the university services between the 1986 and the 1989 survey groups.

The overall percentage difference in the use of the services did not vary greatly between the two survey years. The greatest difference was the 12.7% increase in those reporting that they used *Computer Services*. The second greatest difference was the 10.0% decrease in the number reporting use of *College Mass Transit Services*. There was an overall decrease in the use of services between survey years. Fifteen of the service areas had a reported decrease in usage between 1986 and 1989 while seven of the service areas reported an increase in usage.

The five most used services at UNO were also those viewed as most used by the National Public College Student sample. UNO students reported using *Academic Advising* and *Parking Facilities and Services* to a greater degree than did the national sample. The national sample used the *College Orientation Service* to a greater degree than did the UNO sample. Of the five least used services, UNO students and the national sample differed only slightly. For example, UNO students rated use of *Student Health Insurance* as second from the last while nationally it was rated as fifth from the last. Nationally, *College Mass Transit Services* use was rated as fifth from the last while at UNO it was rated as sixth from last.

The data demonstrated that a majority of the UNO students were satisfied with the services they had used. Over 50% of the students reported being satisfied with services in

TABLE 1
STUDENT USE OF AND SATISFACTION WITH UNIVERSITY SERVICES
(all figures are as percent of total response)*

Use of Services UNO 1989	Use of Services UNO 1986	89/86 Diff.	ACT Norm!	Type of Service	ACT Norm !!	Satisfaction with Services: UNO Satisfied** 1989	UNO Satisfied** 1986	89/86 Diff.	UNO Dissatisfied*** 1989	UNO Dissatisfied*** 1986	89/86 Diff.
78.3	77.4	0.9	68.0	Academic Advising Services	64.5	70.2	70.8	-0.6	13.5	11.5	2.0
14.7	20.5	-5.8	18.3	Personal Counseling Services	71.3	68.0	81.6	-13.6	10.0	4.6	5.4
15.4	20.5	-5.1	20.1	Career Planning Services	65.9	60.0	73.5	-13.5	13.4	8.0	5.4
19.2	24.0	-4.8	16.8	Job Placement Services	58.1	63.3	69.6	-6.3	12.2	9.8	2.4
36.1	38.4	-2.3	49.6	Recreational & Intramural Programs	83.9	88.2	87.7	0.5	2.8	0.6	2.2
89.1	91.1	-2.0	90.5	Library Facilities & Services	81.9	83.6	87.3	-3.7	6.9	4.1	2.8
24.4	22.6	1.8	50.8	Student Health Services	65.2	81.9	77.1	4.8	4.8	8.4	-3.6
6.5	6.8	-0.3	13.4	Student Health Insurance Program	51.2	50.0	41.3	8.7	20.5	17.2	3.3
14.2	16.9	-2.7	18.1	College Sponsored Tutorial Services	67.4	74.2	63.9	10.3	14.5	11.1	3.4
43.8	49.4	-5.6	49.4	Financial Aid Services	65.0	57.7	59.5	-1.8	22.5	22.4	0.1
20.4	23.8	-3.4	21.6	Student Employment Services	70.4	66.2	66.3	-0.1	13.7	8.9	4.8
	N/A			Residence Hall Services & Programs			Not Applicable to UNO				
71.8	74.8	-3.0	68.7	Food Services	41.9	71.4	69.5	1.9	4.7	6.9	-2.2
28.5	34.6	-6.1	52.3	College Sponsored Social Activities	67.5	71.2	76.9	-5.7	7.2	6.8	0.4
18.1	18.4	-0.3	22.9	Cultural Programs	74.1	78.9	80.8	-1.9	7.3	1.3	6.0
50.8	53.4	-2.6	54.0	College Orientation Program	68.2	66.5	68.7	-2.2	8.6	8.0	0.6
7.9	9.9	-2.0	8.4	Credit by Examination Program	65.7	74.0	59.6	14.4	13.0	9.6	3.4
6.6	7.3	0.7	8.4	Honors Program	68.9	48.9	41.9	7.0	13.3	12.9	0.4
49.2	36.5	12.7	43.9	Computer Services	67.9	77.3	75.5	1.8	8.4	7.8	0.6
12.8	22.8	-10.0	15.2	College Mass Transit Services	63.2	72.4	59.8	12.6	12.6	10.4	2.2
88.1	83.8	-4.3	75.9	Parking Facilities and Services	27.7	28.7	38.2	-9.5	52.0	41.9	10.1
8.1	7.5	-0.6	4.0	Veterans Services	61.8	72.7	68.1	4.6	11.0	12.5	-1.5
3.1	1.9	-1.2	1.9	Day Care Services	42.1	42.9	25.0	17.9	23.8	0.0	23.8

! Average percentage of use by 43,567 students, 1985-87
!! Combines "very satisfied" and "satisfied" categories
* Percentages do not equal 100 due to "No Response" categories
**Combines "very satisfied" & "satisfied" responses
*** Combines "very dissatisfied" & "dissatisfied" responses

nineteen (86%) of the twenty-two service areas. Further, in twelve (55%) of the twenty-two service areas, over 70% of the students reported being satisfied with the service. Satisfaction levels ranged from a high of 88.2% to a low of 28.7% with only three of the areas having less than 50% of the students "satisfied".

Highest use did not necessarily equate to highest satisfaction. *Recreational and Intramural Programs*, the highest rated program area in terms of satisfaction (88.2%), was only ninth in terms of usage. *Student Health Services*, third highest in satisfaction levels (81.9%), was only eleventh highest on the usage list. *Library Facilities*, number one on the usage list, was second highest (83.6%) on the satisfaction list while *Parking*, second in usage, was last (28.7%) in satisfaction.

Between the 1986 and 1989 surveys, eleven of the service areas experienced increases in the percentage of students indicating satisfaction with the services being rated. A like number of areas had a lesser percentage of students reporting satisfaction. The greatest increases in satisfaction percentages were evidenced by the *Day Care* (17.9%), *Credit by Examination* (14.4%), and *College Mass Transit* (12.6%) services areas. The areas demonstrating the largest decreases in student satisfaction were *Personal Counseling Services*, *Career Planning Services*, and *Parking Facilities and Services* (-13.6%, -13.5%, and -9.5%, respectively). Seven service areas that had been rated lowest in usage for 1989 all had changes in student satisfaction ratings that were of a positive nature between 1986 and 1989. Only two of the service areas rated as most used had positive shifts in the students ratings of satisfaction with the service.

The National Public College Student sample also evidenced large percentages of students who were satisfied with the services being provided by their institutions. The National Public College Student sample had 19 services areas where over 50% of the students indicated satisfaction. They also had 17 areas where over 60% of the students indicated satisfaction. However, UNO had a greater percentage of individuals who indicated that they were satisfied with the services they had received for fifteen of the twenty-two services areas than did the students from the National sample of Public Colleges. That was an increase from fourteen such ratings by the 1986 UNO student sample. The UNO students continued to rate four areas (*Financial Aid*, *Student Employment*, *Student Health Insurance*, and *Honors Programs*) below the national sample for 1989 as they did in 1986. Three areas (Personal Counseling, Career Planning, and Orientation Programs), which had been rated above the national sample by UNO students in 1986, were rated below the national sample by UNO students completing the 1989 survey.

The ratings of service areas by students who were dissatisfied with the service are equally as important as are the satisfied ratings. In four areas, one-fifth or more of the UNO students who said that they used the service also indicated that they were dissatisfied with the service. Those areas were: *Parking Facilities and Services* (52.0%) *Day Care Services* (23.8%), *Financial Aid Services* (22.5%), and *Student Health Insurance Program* (20.5%). In each of those areas the dissatisfied percentage was an increase over that reported in the previous survey. Further, nineteen of the services areas experienced an increase in the percentages of students expressing dissatisfaction with the services between 1986 and 1989.The percentages of UNO students who expressed dissatisfaction with college services moves into a different perspective when compared to the National Public College Student sample. In 1989, the percentages of UNO students who were dissatisfied with the services they received were higher than for the National Public College Student sample for thirteen of the twenty-two areas (59%) as compared to only four areas (18%) in 1986. Only two of the areas responded to by the National Public College Student sample produced dissatisfaction percentages higher than 20% (Food Services, 29.7% and Parking, 52.4%).

Of the 13 areas where the percentages of UNO students who indicated a dissatisfaction with services was over 10%, only three were areas in which large numbers (over 40%) of the students indicated they had used the service. In nine of the other ten areas less than 20% of the UNO students had indicated a use of the service. This is not to suggest that concern should be lessened because of a smaller usage factor, but it does place the findings in perspective.

College Environment — Table 2 details the responses of UNO students and the National Public College Student sample to the 42 survey questions related to **College Environment**. In this area, statistical tests for the differences of average scores were made between UNO and the National Sample of Public College students and between responses for UNO students in 1989 and 1986. The average scores were derived by the assignment of numerical values to the response possibilities; i.e., "very satisfied" = 5, "very dissatisfied" = 1, blank and "does not apply"' were omitted. The comparative averages for national data were based on responses from 43,567 students attending public colleges and universities who completed the survey between 1985 and 1987. It is important to note that the tests of statistical significance did not address the issue of the appropriateness or practical significance of the comparison.

Academic — The initial eleven questions in this area concerned academic aspects of the university. The UNO student responses for the eleven questions were on the "positive side" of the scale. That is, the average responses for each question were "satisfied" and "very satisfied" (above 3.00) rather than "dissatisfied" or "very dissatisfied" (below 3.00). The highest ratings in this area, 3.85 were received by *Course Content in Your Major Field* and *Class Size Relative to the Type of Course*. The lowest rating in this area (3.56) was received by *Flexibility to Design Your Own Program of Study*.

There was a decline in the satisfaction ratings given by UNO students between 1986 and 1989. The 1989 sample provided lower satisfaction ratings than did the 1986 sample for all eleven of the questions. In two areas with the highest satisfaction ratings, *Course Content in Your Major Field* and *Class Size Relative to the Type of Course*, the difference between the average satisfaction ratings for 1986 and 1989 was significant at the $p = .01$ level. The differences between the ratings of the 1986 and 1989 samples in two other areas, the *Testing/Grading System* and *Out of Class Availability of Your Instructors* were also significant at the $p = .05$ level.

The 1989 UNO student satisfaction responses for the Academic sub-area more closely resembled the National Public College Student responses than did the responses of the 1986 UNO sample. In 1989 only five of the UNO subsample responses were above the National Public College Student sample average. In 1986, ten of the eleven questions produced higher satisfaction ratings. In 1986, five of the academic sub-area responses from UNO students were significantly higher than the National Public College Student sample average. However, by 1989, three of the UNO sub-area responses were significantly lower than for the National Public College Student sample ($p = .01$ for all three areas).

Admissions/Financial Aid — Students' satisfaction ratings for the four questions covered in this sub-area were on the positive side of the scale and ranged from 3.7 (*College Catalog/Admissions Publications*) to 3.1 (*Availability of Financial Aid Information Prior to Enrolling*). Three of the four questions were given lower satisfaction ratings in 1989 than

they were given in 1986. However, the difference (decline) was statistically significant for only one area (*General Admission Procedures*; p = .05). Students from the National Public College Student sample gave the four questions higher satisfaction ratings than did UNO students. However, the differences in the ratings were not statistically significant for 1989.

Rules and Regulations — There were five questions related to the university's rules and regulations. One question, *Residence Hall Rules and Regulations* was not applicable to UNO and was not included in this analysis. The other four questions had average satisfaction ratings which ranged from 3.42 to 3.01. This area in general had the lowest ratings of all sub-areas; at UNO and for the National Public College Student sample. The average ratings declined between 1986 and 1989 for three of the four questions. The decline was statistically significant for one question *Rules Governing Student Conduct at this College*. When the differences between the UNO sample and the National Public College Student sample became greater in the negative direction, the difference was statistically significant. When the differences were in the positive direction, they were not statistically significant for 1989.

Facilities — This sub-area contained the highest and lowest ratings given by UNO students for the entire set of ratings related to **College Environment**. Satisfaction with the

TABLE 2
SATISFACTION WITH COLLEGE ENVIRONMENT: UNO AVERAGES FOR 1989 & 1986 COMPARED WITH A NATIONAL PUBLIC COLLEGE SAMPLE

Text of Question	UNO Sample N 1989	UNO Sample N 1986	UNO Students Avg. Rat. 1989	UNO Students Avg. Rat. 1986	UNO Students Diff. 89/86	Public College Avg. Rat. 1989	Public College Avg. Rat. 1986	UNO/Public Colleges Diff. 1989	UNO/Public Colleges Diff. 1986
1. Testing/Grading System	664	416	3.80	3.88	-0.08*	3.69	3.68	0.11**	0.20**
2. Course Content in Your Major Field	647	405	3.85	3.97	-0.12**	3.84	3.82	0.01	0.15**
3. Instruction in Your Major Field	640	440	3.84	3.92	-0.08	3.83	3.81	0.01	0.11*
4. Out-of-Class Availability of Your Instructors	649	404	3.64	3.75	-0.11*	3.88	3.77	-0.14**	-0.02
5. Attitude of the Faculty Toward Students	666	416	3.84	3.89	-0.05	3.85	3.84	-0.01	0.05
6. Variety of Courses Offered by this College	663	417	3.67	3.72	-0.05	3.69	3.68	-0.02	0.04
7. Class Size Relative to the Type of Course	667	414	3.85	3.97	-0.12**	3.98	3.95	-0.13**	0.02
8. Flexibility to Design Your Own Program of Study	636	399	3.56	3.64	-0.08	3.59	3.59	-0.03	0.05
9. Availability of Your Advisor	658	412	3.65	3.70	-0.05	3.69	3.66	-0.04	0.04
10. Value of Information Provided by Your Advisor	652	409	3.61	3.69	-0.08	3.57	3.54	0.04	0.15*
11. Preparation You are Receiving for Your Future Occup.	644	404	3.69	3.74	-0.05	3.66	3.63	0.03	0.11*
12. General Admissions Procedures	659	416	3.51	3.61	-0.10*	3.55	3.55	-0.04	0.06
13. Availability of Fin. Aid Info. Prior to Enrolling	563	348	3.18	3.20	-0.02	3.41	3.41	-0.23	-0.21**
14. Accuracy of College Info. Received before Enrolling	645	409	3.57	3.53	0.04	3.64	3.64	-0.07	-0.11*
15. College Catalog/Admissions Publications	659	415	3.78	3.84	-0.09	3.83	3.81	-0.05	0.03
16. Student Voice in College Policies	577	352	3.03	3.09	-0.06	3.12	3.12	-0.09*	-0.03
17. Rules Governing Student Conduct at this College	602	362	3.42	3.51	-0.09*	3.42	3.40	0.00	0.11*
18. Residence Hall Rules and Regulations				Does Not Apply to UNO					
19. Academic Probation and Suspension Policies	506	323	3.31	3.37	-0.06	3.40	3.38	-0.09*	-0.01
20 Purposes for Which Student Activity Fees are Used	629	401	3.01	2.99	0.02	2.98	3.02	0.03	-0.03
21. Personal Security/Safety on this Campus	654	409	3.67	3.67	0.00	3.51	3.51	0.16**	0.16**
22. Classroom Facilities	667	417	3.77	3.83	-0.06	3.76	3.76	0.01	0.07*
23. Laboratory Facilities	531	340	3.65	3.68	-0.03	3.64	3.63	0.01	0.05
24. Athletic Facilities	540	347	3.87	4.05	-0.18**	3.74	3.77	0.13**	0.28**
25. Study Areas	645	409	3.55	3.67	-0.12*	3.69	3.68	0.14**	-0.01
26. Student Union	606	385	3.70	3.81	-0.11*	3.63	3.64	0.07*	0.17**
27. Campus Bookstore	664	416	3.76	3.84	-0.08*	3.52	3.55	0.24**	0.29**
28. Availability of Student Housing	214	135	2.37	2.51	-0.14	3.47	3.38	-1.10**	0.87**
29. General Condition of Buildings and Grounds	662	415	4.13	4.11	0.02	3.77	3.75	0.36**	0.36**
30. General Registration Procedures	662	418	3.53	3.76	-0.23**	3.33	3.28	0.20**	0.48**
31. Availabty. of Courses You Want When You Can Take Them	667	418	2.78	3.11	-0.33**	3.00	2.94	-0.22**	0.17*
32. Academic Calendar for This College	662	416	3.60	3.78	-0.18**	3.64	3.67	-0.04	0.11*
33. Billing and Fee Payment Procedures	660	414	3.56	3.59	-0.03	3.55	3.54	0.01	0.05
34. Concern for You as an Individual	659	415	3.20	3.23	-0.03	3.34	3.35	-0.14**	-0.12*
35. Attitude of College Non-Teaching Staff Toward Student	646	407	3.42	3.44	-0.02	3.46	3.47	-0.04	-0.03
36. Racial Harmony at this College	636	403	3.59	3.72	-0.13**	3.57	3.57	0.02	0.15**
37. Opportunities for Student Employment	486	324	3.39	3.42	-0.03	3.31	3.25	0.08*	0.17**
38. Opportunity for Involvement in Campus Activities	584	366	3.41	3.41	0.00	3.67	3.67	-0.26**	-0.27**
39. Student Government	547	344	3.07	3.15	-0.08	3.28	3.24	-0.21**	-0.09*
40. Religious Activities and Programs	497	319	3.15	3.16	-0.01	3.44	3.34	-0.29**	-0.27**
41. Campus Media (Student Newspaper, Campus Radio, etc.)	628	390	3.42	3.48	-0.06	3.57	3.56	-0.15**	-0.08
42. This College in General	666	416	3.93	3.88	0.05	3.92	3.92	0.01	-0.04
Averages			3.55	3.62	-0.07	3.57	3.56	-0.02	0.05

* Difference is Significant at the .05 level, two-tailed test
** Difference is Significant at the .01 level, two-tailed test
Public College N=43,567 students

General Condition of the Buildings and Grounds was rated at 4.13 and the *Availability of Student Housing* was rated at 2.37. The building and grounds rating was slightly higher than for 1986 and the availability of student housing was lower than for 1986. Seven of the questions in this sub-area evidenced declines in satisfaction ratings between 1986 and 1989. Of those, three were statistically significant *Athletic Facilities* ($p = .01$), *Study Areas*, and *Student Union* ($p = .05$, respectively). Other than the question related to student housing, students from the 1989 sample clearly rated these environmental items as being satisfactory.

UNO students indicated they were more satisfied with university facilities than did students from the National Public College Student sample. UNO students gave higher ratings to eight of the nine facilities items than did the public college sample. In six of the eight question areas, UNO students' responses were significantly higher than those from the National Public College sample. The one question area which UNO students rated lower than did the national sample was statistically significant and was the student housing question.

Registration — There were four questions in the sub-area related to the overall registration process. Three items were related to registration and classes and one item was related to fee payment and billing. All four satisfaction ratings were on the positive side of the scale. However, the changes in the satisfaction ratings between 1986 and 1989 were in the downward direction. Further, the numerical differences for the three registration questions were all statistically significant at the $p = .01$ level. The differences between UNO students' responses to the questions related to *General Registration Procedures* and to the *Availability of Courses You Want When You Can Take Them* were significant at the $p = .01$ level. UNO students definitely indicated a greater satisfaction with the registration process than did students from the National Public College sample but were much less pleased with the availability of courses than were students from the National Public College sample.

General — This section included nine unrelated questions. One of the nine questions had an increase in the average satisfaction rating from 1986 to 1989. That question, *This College in General*, rated at 3.93, the second highest of the 41 ratings! One of the questions had no change in its satisfaction rating and the other seven ratings followed the overall trend and declined in levels of satisfaction reported by students.

The decline in the satisfaction level for the question related to *Racial Harmony At This College* was significant at the $p = .01$ level of significance. A detailed examination of this question provided the following insights. While there was a 6.8% decline in the satisfaction rating given by Caucasian students, the satisfaction ratings given by Minority group students declined by 19.5%. Additionally, the disparity between the satisfaction ratings given by Caucasian and Minority group students changed from 9% in 1986 (64.0% vs. 55.0%) to 21.9% in 1989 (57.2% vs. 35.5%). While the percentages of Caucasian students who were dissatisfied with the racial harmony at UNO increased by 1.9%, the increase was 16.5% for the Minority group students in the sample. The disparity between Caucasian and Minority group sub-sets of the sample grew, with respect to this aspect of the question, from 10.7% to 25.3%. Finally, The change — decline — in the UNO average rating with respect to racial harmony moved the rating from one which was significantly above the National Public College Student sample in 1986 to one that almost matched that of the national sample by 1989.

Five of the nine questions elicited satisfaction responses that were statistically significant — lower — from those reported by the National Public College Students sample at the $p = .01$ level. UNO students did report a greater average level of satisfaction with *Opportunities For Student Employment* than did the public college sample. That difference was statistically significant ($p = .05$). However, the overall trend for satisfaction level was one where positive differences were reduced and negative differences tended to become greater.

Local Questions — The Local Questions sub-section of the survey was comprised of 29 questions which were divided into two parts. One part of this section consisted of 12 questions which were being replicated for the fourth time. Those questions, previously asked in 1974, 1978, and 1986, provided for a 15 year comparison of student opinions with respect to several aspects of the university. The second part of the local questions consisted of 17 questions which were being asked for the first time of UNO students. Table 3 provides the detail of students responses to the first twelve items. Responses to the remaining 17 items are detailed at Appendix B to this report.

Questions Being Replicated — The 12 local questions being asked for the fourth survey provided for a 15 year window to the attitudes of UNO students. The questions concerned two areas; students' attitudes toward their college or major department and students' opinions concerning their educational experience at UNO.

Attitudes towards the College and the Major Department — Six questions were related to this topic (Table 3, questions 1, 2, 4, 6, 7, and 9). Over the short term, 1986-1989, the responses provided a mixed picture. The positive responses (agree and strongly agree) increased for three questions and decreased for two questions. Negative responses (disagree or strongly disagree) increased for only two of the questions. However, over the long term, 1974-1989, all six questions elicited an increase in the percentage of positive responses provided by students (2% to 21% increase). Further, every one of those questions demonstrated a decrease in the percentage of students responding in the negative (6% to 29% decrease). It must be noted, though, that for four of the six questions almost one-fifth of the respondents (19%-20%), provided a negative response.

Students in this sample clearly believed they were being given the opportunity to participate in the academic decision making process by their college or major department. Over 50% of those surveyed agreed with that statement; a 10% increase over 1986 and a 21% increase over 1974. The percentage of students who disagreed with the statement dramatically decreased (a 5% decrease from 1986 but a 29% decrease from 1974). While not demonstrating a great agreement percentage, the question *Has Provided an Intellectually Stimulating Environment* recorded a 10% decrease in disagree percentage between 1986 and 1989. The two questions *To What Extent Was The Individual Academic Advising In Your College Or Major Department Helpful To You* and *Has Your College Or Major Department Provided The Opportunity For You To Get Individual Attention... From Supportive Staff,...* suffered from short term decreases in positive responses by students (7% and 11% decreases, respectively, 1986 to 1989). However these two questions evidenced increases (+6% and +7%) in positive student response and decreases in negative student responses (-19% each) over the fifteen year period.

The questions *I Feel That My College Or Major Department Is Responsive To The Needs Of Students and To What Extent Has Your College Or Major Department Afforded Classroom Opportunities For You To Identify With Its Faculty* had slight increases in positive and in negative responses between the 1986 and the 1989 surveys. However, these questions, like the other four, had increases in positive responses and decreases in negative responses over the 15 year replication period. Over 60% of the students surveyed in 1989 stated that they agreed with the first statement. Thus, the overall trend for the questions related to students attitudes toward their college or major department was clearly in a positive direction.

TABLE 3
LOCAL QUESTIONS
(replicated from 1974, 78, 86)

Question	Percent Agree * ('74)	'78	'86	'89	Percent Disagree* ('74)	'78	'86	'89
I FEEL THAT MY COLLEGE OR MAJOR DEPARTMENT:								
1. Has given me the opportunity to participate in academic decision making	(30)	34	41	51	(49)	40	25	20
2. Is responsive to the needs of students	(54)	44	57	61	(22)	23	14	15
3. Treats me as though I am of some importance as an individual	(60)	45	57	57	(20)	26	19	17
4. Has provided an intellectually stimulating environment	(67)	56	69	70	(15)	18	19	9
5. Has helped me become more sensitive to ethical issues	(50)	35	38	43	(24)	29	21	19
TO WHAT EXTENT:								
6. Was the individual academic advising in your college or major dept. helpful to you	(40)	37	53	46	(39)	37	22	20
7. Has your college or major dept. afforded classroom opportunities for you to identify with its faculty	(41)	28	43	43	(27)	33	22	20
8. Has your college or dept. provided the opportunity for you to get individual attention, when needed, from faculty	(61)	47	59	54	(27)	33	22	13
9. Has your college or dept. provided the opportunity for you to get individual attention, when needed, from supportive staff, such as tutors, G.A.s, secretaries	(32)	33	50	39	(38)	28	16	19
10. I feel that I have received a good education at UNO	(69)	71	77	78	(11)	6	5	4
11. I feel prepared for a job or for graduate school or for professional school	(66)	49	61	56	(13)	16	10	10
12. I feel that my experience at UNO has been socially rewarding	(42)	45	45	43	(29)	23	24	23

* Combines "Strongly Agree" & "Agree"/"Strongly Disagree" & "Disagree" categories. "No Response" and "Undecided" were not listed.
Sample sizes: 1974 N = 27 (seniors only) 1978 N = 966 all UNO
1986 N = 425 all UNO 1989 N = 681 all UNO

Opinions Concerning the Educational Experience at UNO — There were six questions concerning students' opinions about their educational experiences at UNO. These questions were, also, being replicated for the fourth time. The questions were numbers 3, 5, 8, 10, 11, and 12 (see Table 3). The short term response patterns of students to these questions were less marked than for the previous group of questions. The change in the percentage of students agreeing with the questions was from a -5% to a +5% from the 1986 survey to the 1989 survey. The negative response change was from -9% to 0% for the same time frame. Over the fifteen year period of replication, 1974-1989, there was a lessening of the percentages of students providing disagree responses to the six questions. Only two of these questions (10 and 12) evidenced an increase in the percentage of students providing positive responses. The other four had declines in that percentage during the 1974-1989 period.

It is important to note that 78% of the sample agreed with the statement *I Feel That I Have Received A Good Education At UNO* while only 4% of the sample disagreed with that statement. Further, over 50% of the sample responded positively to four of the six questions (Table 3, numbers 3, 8, 10, and 11). Of these six questions only two, questions 5 and 12, had about one fifth of the sample indicate that they disagreed with the statement (19% and 23%, respectively).

Local Questions Unique To UNO For 1989 — Seventeen questions were asked of the students for the first time. For purposes of this report, only five of the items are discussed in detail. Each of the items is presented in its entirety as Appendix B. While the interpretations of the responses to each item have been made by this author, it is possible, indeed probable, that other interpretations exist. Those interpretations are welcomed and it is requested that copies of those interpretations be sent to the author of this report to aid in the understanding of these data.

The majority of the sample indicated that they did not feel that academic pressures upon them were inappropriately high (local question #13). Over 51% of the sample responded in that manner while only 18% agreed with the statement. Slightly more men than women "strongly disagreed" with the statement (14.5% to 9.8%) but the overall percentages for men and women were not greatly different.

Almost 70% of the UNO students indicated that they felt personally secure on the campus (local Question #17). Over 25% indicated that they had experienced some difficulties or feelings of insecurity while on the campus. Those responses were in some disagreement with the responses given to the standard ACT question concerning personal security/safety on the campus. At that question, only 8% indicated any personal safety/security problems (see Table 2, question 21). There was a clear difference in the manner in which men and women perceived their security on the campus. Over 83% of the men indicated that they had never had an occasion to question their safety on campus. However, only 58% of the women made that response — a 25% difference. Further, over 32% of the women indicated that they had been, on occasion, concerned for their safety and wanted more visible support, whereas only 9.5% of the men made that response.

UNO students did not report that instructors required frequent library usage (local question #18). About 43% of the sample indicated that instructors required them to use the library from once each week to 5-7 times each semester. One eighth of the sample stated that they were never required to use the library by their instructors. A higher percentage of men than of women reported that they were required to use the library. It must be noted that this question did not provide the opportunity for students to indicate requirements from instructors to use departmental or specialized libraries that exist in some areas.

Students were provided with eight service areas, processes, or functions and asked to single out the one of them

most in need of review (local question #21). Three of the areas garnered the most "votes" for review (67% of the sample). The area most desired for review was the *Availability of Classes*. Over 28% of the sample indicated this was the one area to be reviewed. This result was clearly in line with students' response to the ACT standard question concerning the availability of classes . That question produced the second lowest satisfaction rating by the sample for 1989 (see Table 2, question 31). The area next most desired for review by the students in the sample was *The Price of Text Books*. Over 27% of the sample singled out this area for review. Finally, and clearly third, students indicated that *Academic Advising and Counseling* was the area to be reviewed (11.5% of the sample). The next closest area only gathered 9% of the responses.

Slightly over 40% of the sample indicated that they provided for all of the costs of their tuition and fees from their own resources (question # 29). There was little difference between men (40.0%) and women (40.7%) with respect to this response. Another 12.7% of the sample indicated that they provided between 50% and 99% of their tuition and fees from their own resources while 22% provided from 01% to 24% of their own tuition and fees. Only 18.1% of the sample (16.8% men and 19.1% women) indicated that they paid none of their tuition and fees.

SUMMARY AND CONCLUSIONS

From 1986 to 1989 there was a general decline in satisfaction ratings as students examined specific aspects of the university. However, students' overall view of the institution remained one of a positive nature and even gained some strength. UNO students who responded to the survey clearly believed that they had received a good education at the university. If anything, the 1989 sample presented a picture of student opinions and attitudes that more closely resembled those of the national public college student sample than it had in the past. Such movement, in and of itself, was not necessarily alarming as the ratings were of a positive nature.

Students remained positive about the services they received from the university. However, the increases in the dissatisfied ratings for parking facilities and services and for the day care services suggests the operation of factors that require further investigation.

The use of computer services experienced a strong increase between 1986 and 1989. That there was an increase in the student satisfaction rating and only a slight increase in the dissatisfaction rating is to the credit of that operation.

The availability of courses at times desired by students and the size of classes remained a strong concern of the students. That the changes in student ratings of those areas between 1986 and 1989 was not in a positive direction, would suggest that those student needs were not being met.

The change in the direction of student satisfaction with their perception of racial harmony on the campus, while not cause for alarm, must be viewed with concern. Current campus efforts to recruit and retain minority students require that the environmental climate be one which is conducive to the intellectual and social interaction of all students.

Student concerns that the social climate was less than adequate continued to grow. Coupled with the increasing student interest in residence halls, this general area becomes one ripe with great potential for positive action on the part of Student Services. The fact that 40% of the students indicated that they paid for their own education could have led to the large number (27.5%) who wanted the price of text books to be an area that was reviewed by the university.

Finally. The low rating given the area *Concern For You As An Individual* must be seriously examined. While that area was not much below the 1986 level, the difference below the National Public College Student sample rating moved from a .05 to a .01 level of significance. The 3.20 rating indicates that students were almost neutral about the university's levels of concern. Further erosion of student confidence in that area could have significant negative impacts for the institution.

RECOMMENDATIONS

1. Strengthen and continue the education process whereby all faculty and staff of the university are encouraged to view and to treat students as important, worthwhile individuals.

2. Form an ad hoc task force to engage in further analyses of and to develop practical steps that will halt any further erosion to students impressions of and experiences related to racial harmony within the university community

3. Examine alternative parking options for students, faculty, and staff in order to begin to eliminate the real and the perceived parking problems on the campus.

4. Encourage the Bookstore and the faculty to assist students in their understanding of the costs of textbooks. Obviously, encourage appropriate cost savings measures wherever possible.

5. Continue and expand efforts to eliminate bottlenecks in the availability of "key" courses. This becomes critical as the new General Education curriculum comes into effect. Develop a method whereby students can be accurately assessed for their course/time preferences one or more semesters in advance of the need. This serves two purposes; class planning information is gained and students might perceive that someone cares.

6. Publicize for students that the security factors on this campus are good. Continue and expand the escort service during the evening hours and work to insure that women students especially are aware of those services.

7. Begin the development of a major assessment of the academic advising efforts on the campus. Such an assessment would have as its purposes the enhancement of present efforts, the support and reward of excellence in those areas, and the expansion of academic advising efforts where it was determined to be necessary. Further, in this area communicate to students the "hows and the whys" of academic advising including the student role/responsibility in the process.

8. Continue to remind ourselves that we have a fine university and that we can be proud of this educational undertaking. Communicate the positive aspects of this institution to the students, faculty, staff, and the greater Omaha and Nebraska/Iowa community.

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Appendix A
UNO STUDENT OPINION SURVEY, 1989
Sample Comparisons 1989-1986*

Sex

	1989 N	1989 %	1986 N	1986 %	UNO SPNG 89 N	UNO SPNG 89 %
Male	315	46.3	205	48.2	7239	48.0
Female	366	53.7	219	51.5	7828	52.0
Total	681	100.0	424	99.7	15067	100.0

Age

Category	1989 N	1989 %	1986 N	1986 %	UNO % Fall 1988
0-18	33	4.8	18	4.2	5.8
19	79	11.6	61	14.4	7.5
20	58	8.5	52	12.2	7.8
21	67	9.8	46	10.8	7.4
22	55	8.1	38	8.9	8.0
23-25	114	16.7	56	13.2	18.0
26-29	89	13.1	53	12.5	14.9
30-39	127	18.6	75	17.6	20.9
40-61	59	8.7	24	5.6	9.4
62+	0	0.0	0	0.0	0.3
Total	681	99.9	423	99.4	100.0

Racial/Ethnic Group

Category	1989 N	1989 %	1986 N	1986 %	UNO Avg % 1985-88
Black	26	3.8	18	4.2	4.4
IndianAlaskan	3	0.4	2	0.5	0.2
White	603	88.5	380	89.4	91.9
Mexican/Chicano	10	1.5	6	1.4	1.3
Oriental/Asian	5	0.7	6	1.4	0.8
Other Hispanic	5	0.7	3	0.7	-
Other	13	1.9	5	1.2	1.3
Prefer not ro respond	14	2.1	3	0.7	-
Total	679	99.6	423	99.5	99.9

Purpose for College-Going

Category	1989 N	1989 %	1986 N	1986 %
No goal in mind	18	2.6	9	2.1
Take job courses	3	0.4	5	1.2
Self-improvement	5	0.7	5	1.2
Plan to transfer	21	3.1	15	3.5
Certification	31	4.6	21	4.9
Voc/Tech program	2	0.3	0	0.0
Associate degree	10	1.5	9	2.1
B.S. degree	485	71.2	281	66.1
Masters degree	91	13.4	62	14.6
Ph.D., M.D., etc.	12	1.8	13	3.1
Total	678	99.6	420	98.8
B.A. degree or higher	588	86.4	356	83.8

Marital Status

Status	1989 N	1989 %	1986 N	1986 %
Single/Unmarried	460	67.5	305	71.8
Married	210	30.8	112	26.4
Separated	7	1.0	4	0.9
Prefer not to respond/blank	4	0.6	4	0.9
Total	681	99.9	425	100.0

Hours Employed Per Week

Hours	1989 N	1989 %	1986 N	1986 %
None or odd jobs	117	17.2	90	21.2
1-10 hours	24	3.5	24	5.6
11-20 hours	137	20.1	88	20.7
21-30 hours	174	25.5	100	23.5
31-40 hours	134	19.7	67	15.8
Over 40 hours	95	14.0	53	12.5
Total	681	100.0	422	99.3
31 hours plus worked	229	33.6	120	28.2

*Total percents may not equal 100% due to rounding and missing data

Class Standing

Class	1989 N	1989 %	1986 N	1986 %	UNO % Spring 1989
Freshman	132	19.4	69	16.2	25.5
Sophomore	130	19.1	101	23.8	17.1
Junior	170	25.0	102	24.0	16.2
Senior	164	24.1	91	21.4	19.3
Grad/Prof'nl	83	12.2	58	13.6	15.6
Special/Other	2	0.2	2	0.5	6.3
Total	681	100.0	424	99.5	100.0

School Attended Prior to UNO

School Type	1989 N	1989 %	1986 N	1986 %
High School	304	44.6	214	50.4
Voc/Tech School	61	9.0	34	8.0
2-Year College	63	9.3	31	7.3
4-Year College	212	31.1	120	28.2
Grad/Prof College	15	2.2	15	3.5
Other	23	3.4	7	1.6
Total	678	99.6	421	99.0

Residence (where live) while at College

Location	1989 N	1989 %	1986 N	1986 %
Residence Hall	0	0.0	0	0.0
Frat. or Sorority	3	0.4	0	0.0
Married Housing	1	0.1	1	0.2
Room or Apartment	169	24.8	115	27.1
Parents' Home	271	39.8	176	41.4
Own Home	215	31.6	120	28.2
Other	21	3.1	11	2.6
Total	680	99.8	423	99.3

Residency for Tuition

Tuition Type	1989 N	1989 %	1986 N	1986 %
In-State	649	95.3	398	93.6
Out-of-State	24	3.5	21	4.9
Does Not Apply	6	0.9	3	0.7
Total	679	99.7	422	99.2

Enrollment Status

Status	1989 N	1989 %	1986 N	1986 %	UNO Spring 89 N
Full-Time (12+ hours)	453	66.5	306	72.0	6352
Part-time (1-11 hours)	228	33.5	118	27.8	8617
Total	681	100.0	424	99.8	15067

Residency Classification

Classification	1989 N	1989 %	1986 N	1986 %	UNO % Spring 1989
In-State	655	96.2	400	94.1	96.0
Out-of-State	22	3.2	14	3.3	4.0
International	3	0.4	8	1.9	-
Total	681	99.8	422	99.3	100.0

Receive Student Financial Aid ?

Status	1989 N	1989 %	1986 N	1986 %
Yes	280	41.1	199	46.8
No	401	58.9	224	52.7
Total	681	100.0	423	99.5

APPENDIX B
Local Questions Unique to UNO for 1989

Question 13

I feel that academic pressures on UNO students are inappropriately high	Male N	Male %	Female N	Female %	Total N	Total %
Strongly Agree	18	5.7	13	3.6	31	4.6
Agree	39	12.4	53	14.5	92	13.5
Undecided	90	28.6	100	27.3	190	27.9
Disagree	115	36.5	151	41.3	266	39.1
Strongly Disagree	45	14.3	36	9.8	81	11.9
No Response	8	2.5	13	3.6	21	3.0
Total	315	46.3	366	53.7	681	100.0

Question 14

Do you plan to live in Nebraska for at least 2-3 years after leaving UNO?	Male N	Male %	Female N	Female %	Total N	Total %
Definitely Yes	62	19.7	107	29.2	169	24.8
Probably Yes	115	36.5	129	35.2	244	35.8
Probably No	48	15.2	54	14.8	102	15.0
Definitely No	40	12.7	32	8.7	72	10.6
Undecided	41	13.0	32	8.7	73	10.7
No Response	9	2.8	12	3.3	21	3.1
Total	315	46.3	366	53.7	681	100.0

Question 15

How many books were there in your home while you were growing up?	Male N	Male %	Female N	Female %	Total N	Total %
A Few (less than a dozen books)	14	4.4	19	5.2	33	4.8
Some (one to two dozen books)	43	13.7	35	9.6	78	11.5
Several Dozen (3-6 dozen books)	72	22.9	81	22.1	153	22.5
One Bookcase (150-200 books)	90	28.6	115	31.4	205	30.1
Several bookcases (400-600 books)	68	21.6	77	21.0	145	21.3
A substantial library (over 600 books)	19	6.0	25	6.8	44	6.5
No Response	9	2.9	14	3.8	23	3.4
Total	315	46.3	366	53.7	681	100.0

Question 16

In your opinion, how adequately does the Student Government represent the views of the student body?	Male N	Male %	Female N	Female %	Total N	Total %
Very Well	15	4.8	13	3.6	28	4.1
Fairly Well	60	19.0	71	19.4	131	19.2
Not Too Well	85	27.0	78	21.3	163	23.9
Not at All	36	11.4	23	6.3	59	8.7
Do Not Know	110	34.9	167	45.6	277	40.7
No Response	9	2.8	14	3.8	23	3.3
Total	315	46.3	366	53.7	681	100.0

Question 17

Which statement best describes your feelings of personal security on the UNO campus at any time of the day or night	Male N	Male %	Female N	Female %	Total N	Total %
I have never had any occasion to question my safety on the campus	262	83.2	213	58.2	475	69.8
I have been, on occasion, concerned for my safety and wanted more visible support	30	9.5	118	32.2	148	21.7
I have been, on occasion, concerned for my safety and have requested support from campus security	6	1.9	10	2.7	16	2.3
I have been the victim of a theft or have been placed in a situation of direct threat to my personal safety while on campus (reported or not)	7	2.2	12	3.3	19	2.8
No response	10	3.2	13	3.6	23	3.3
Total	315	46.3	366	53.7	681	100.0

Question 18

How often have instructors required you to use the UNO library for course work?	Male N	Male %	Female N	Female %	Total N	Total %
Very frequently (at least once each week)	32	10.2	36	9.8	68	10.0
Fairly frequently (5-7 times a semester)	120	38.1	103	28.1	223	32.7
Infrequently (1-2 times a semester)	119	37.8	166	45.4	285	41.9
Never	36	11.4	49	13.4	85	12.5
No response	8	2.5	12	3.3	20	2.9
Total	315	46.3	366	53.7	681	100.0

Question 19

How frequently do you see and read the GATEWAY, the campus newspaper?	Male N	Male %	Female N	Female %	Total N	Total %
Never	10	3.2	24	6.6	34	5.0
Infrequently (2 or 3 times a semester)	62	19.7	95	26.0	157	23.1
Sometimes (once each week)	102	32.4	106	29.0	208	30.5
Frequently (almost every issue published)	128	40.6	128	35.0	256	37.6
No Response	13	4.2	13	3.6	26	3.8
Total	315	46.3	366	53.7	681	100.0

Question 20

How would you rate the GATEWAY in terms of informativeness, timeliness, & overall quality?	Male N	Male %	Female N	Female %	Total N	Total %
Excellent	7	2.2	18	4.9	25	3.7
Good	83	26.3	96	26.2	179	26.3
Average	124	39.4	144	39.3	268	39.4
Poor	46	14.4	35	9.6	81	11.9
Very poor	29	9.2	15	4.1	44	6.5
Do not read the Gateway	10	3.2	31	8.5	41	6.0
No Response	16	5.1	27	7.4	43	6.3
Total	315	46.3	366	53.7	681	100.0

Question 21

Which ONE area listed below do you view as being most in need of review?	Male N	Male %	Female N	Female %	Total N	Total %
Class registration process	23	7.3	21	5.7	44	6.5
Financial aid services	24	7.6	37	10.1	61	9.0
Academic advising/counseling	36	11.4	42	11.5	78	11.5
Admissions procedures	8	2.5	5	1.4	13	1.9
Personal Counseling	10	3.2	8	2.2	18	2.6
Student evaluation of faculty	19	6.0	23	6.3	42	6.2
The price of text books	97	30.8	90	24.6	187	27.5
The availability of classes	82	26.0	111	30.3	193	28.3
No response	16	5.1	29	7.9	45	6.6
Total	315	46.3	366	53.7	681	100.0

Question 22

The usual office hours for the Office of Financial Aid are 8AM-5PM, Monday thru Friday. Would you be interested in having extended office hours available?	Male N	Male %	Female N	Female %	Total N	Total %
No, 5PM is late enough	86	27.3	81	22.1	167	24.5
Yes, keep open for appoin[illegible]nt until 7PM	48	15.2	48	13.1	96	14.1
Yes, keep open 1 to 3 evenings a week for "Walk-in" contacts until 7PM	48	15.2	62	16.9	110	16.2
Yes, keep open until 7PM only during peak times (registration, turn-in deadline, and disbursement)	42	13.3	69	18.9	111	16.3
I have no need to use the Financial Aid Office	75	23.8	78	21.3	153	22.5
No response	16	5.1	28	7.7	44	6.4
Total	315	46.3	366	53.7	681	100.0

Question 23

Has information about the Financial Aid process been effectively communicated to you by UNO?	Male N	Male %	Female N	Female %	Total N	Total %
Yes	84	26.7	103	28.1	187	27.5
No	114	36.2	145	39.6	259	38.0
No opinion	96	30.5	89	24.3	185	27.2
No response	21	6.8	29	7.9	50	7.3
Total	315	46.3	366	53.7	681	100.0

Question 24

Generally, I am satisfied with the efficiency with which my financial aid has been processed by UNO.	Male N	Male %	Female N	Female %	Total N	Total %
Yes	67	21.3	103	28.1	170	25.0
No	57	18.1	68	18.6	125	18.4
No opinion	55	17.5	39	10.7	94	13.8
Did not use Financial Aid	118	37.5	129	35.2	247	36.3
No response	18	5.7	27	7.4	45	6.5
Total	315	46.3	366	53.7	681	100.0

Text of Question 25

If you met with an admissions counselor before you first enrolled at UNO, where did that (or the first) meeting/ contact take place?	Male N	Male %	Female N	Female %	Total N	Total %
At my high school building	17	5.4	23	6.3	40	5.9
Over the telephone	22	7.0	13	3.6	35	5.1
On the UNO Campus	100	31.7	120	32.8	220	32.3
At a college fair or a career fair	7	2.2	2	0.5	9	1.3
At my place of employment	2	0.6	2	0.5	4	0.6
Did not meet with an admissions counselor	15	47.9	178	48.6	329	48.3
No response	16	5.1	28	7.7	44	6.5
Total	315	46.3	366	53.7	681	100.0

Question 26

If child care was available on campus from 5PM-10PM, what would be your response?	Male N	Male %	Female N	Female %	Total N	Total %
I have no children and, thus, no need	222	70.5	222	60.7	444	65.2
My children are all over the age of 12 (too old for the UNO Child Care Center)	18	5.7	40	10.9	58	8.5
I have children under 12 and would use the service	35	11.1	40	10.9	75	11.0
I have children under 12 but would not use the service	19	6.0	36	9.8	55	8.1
No response	21	6.7	28	7.6	49	7.2
Total	315	46.3	366	53.7	681	100.0

Question 27

If the Milo Bail Student Center food service was open late, what is the latest time at which you might usually purchase a meal or a sandwich?	Male N	Male %	Female N	Female %	Total N	Total %
6PM	62	19.7	72	19.7	134	19.7
7PM	49	15.6	71	19.4	120	17.6
8PM	51	16.2	45	12.3	96	14.1
9PM or later	57	18.1	37	10.1	94	13.8
Would not use the food service	80	25.4	114	31.1	194	28.5
No response	16	5.1	27	7.4	43	6.3
Total	315	46.3	366	53.7	681	100.0

Question 28

Would you benefit from an "activities hour" during the day? (example: no classes scheduled from 11AM-12N or 2PM-3PM in order to attend events, programs, organization meetings, etc.)	Male N	Male %	Female N	Female %	Total N	Total %
Yes	86	27.3	82	22.4	168	24.7
Undecided	71	22.5	76	20.8	147	21.6
No	140	44.4	179	48.9	319	46.8
No response	18	5.7	29	8.0	47	6.9
Total	315	46.3	366	53.7	681	100.0

Question 29

What percent of your tuition/ fees do you pay as the result of your present work or from your savings (do not count scholarships or other external forms of aid; loans, grants gifts, or parental support)	Male N	Male %	Female N	Female %	Total N	Total %
100% (I pay all)	126	40.0	149	40.7	275	40.4
75%-99%	22	7.0	13	3.6	35	5.1
50%-74%	26	8.3	26	7.1	52	7.6
25%-49%	33	10.5	21	5.7	54	7.9
1%-24%	39	12.4	58	15.8	97	14.2
None (other sources pay)	53	16.8	70	19.1	123	18.1
No response	16	5.1	29	7.9	45	6.6
Total	315	46.3	366	53.7	681	100.0

Whether or not a person continues their education at our university depends to a large measure upon the contacts he or she has with faculty, staff, and fellow students. Very often, you are the first contact a student will have with UNO. To that individual, you are UNO! Your representation of this institution to him or her as an informed staff member is very important. The degree to which you treat that student as an important, welcome member of the university community will play a large part in their decision to continue their education here.

Del Weber
UNO Chancellor
October, 1989

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The Editor

ESS Reports is published by the Division of Educational and Student Services, University of Nebraska at Omaha.

Delbert D. Weber, Chancellor

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Joe L. Davis, Assistant Vice Chancellor for Educational and Student Services and Editor

University of Nebraska at Omaha

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